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The Priority Needs of Parents' Satisfaction on An Art Course for Their Children: A Case of ABC Art Institute

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Abstract

This paper is a survey-based study with two research objectives, namely to identify the most important factors affecting parents' satisfaction, and to present a set of suggestions to improve parents' satisfaction. The research site was ABC Art Institution, Chengdu, China. The sample size in this study comprises the 35 respondents who filled out the questionnaire and eight informants who were interviewed. The tools used were a structured questionnaire and personal interview guide. Cronbach's alpha and Item – Objective Congruence were used for reliability and validity test. Personal interviews used purposive sampling. Quantitative data was analyzed using descriptive statistics and Pearson correlation. Qualitative data was analyzed using content analysis. Key research results showed that learning contents ($p < .001$, $r = 0.574$), skills development ($p < .028$, $r = 0.371$), learning process ($p < .001$, $r = 0.525$), teacher and student interaction ($p < .001$, $r = 0.559$), and tuition fee ($p < .001$, $r = 0.573$) were significantly correlated with parents' satisfaction. Six suggestions include: ABC Art Institution could offer more selection classes; teachers should increase the guidance on children's imagination and create reasonable expectations for parents. Teachers must give feedback after class, interact with parents and children frequently, visit parents regularly, and externalize teaching effects regularly.

Keywords: parents' satisfaction, learning contents, skills development, learning process, teacher and student interaction, tuition fee

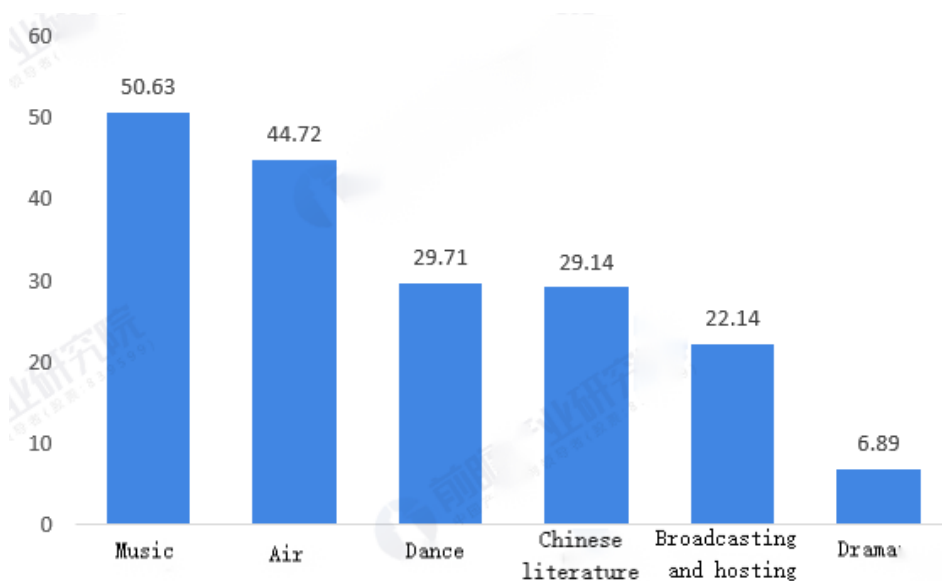
Introduction

The Ministry of Education of the People's Republic of China (2020) officially announced the Art Curriculum Standards for Ordinary Senior High Schools. It mentioned that the primary task of art curriculum is to establish good moral character and cultivate excellence in people. Furthermore, through aesthetic education, students can be guided to learn independently and cooperatively,

explore ways to participate in art, and learn to discover in real-life situations, propose and analyze problems, comprehensively use knowledge and skills of art disciplines, and use the disciplines to solve problems, strengthen the sense of social responsibility, and form the essential core qualities of fine arts. For example, image literacy, artistic expression, aesthetics, innovative practice, cultural understanding means that the primary fine arts education in the People's Republic of China will enter the "core literacy era."

Figure 1

The Proportion of Various Courses in Chinese Art Education Programs

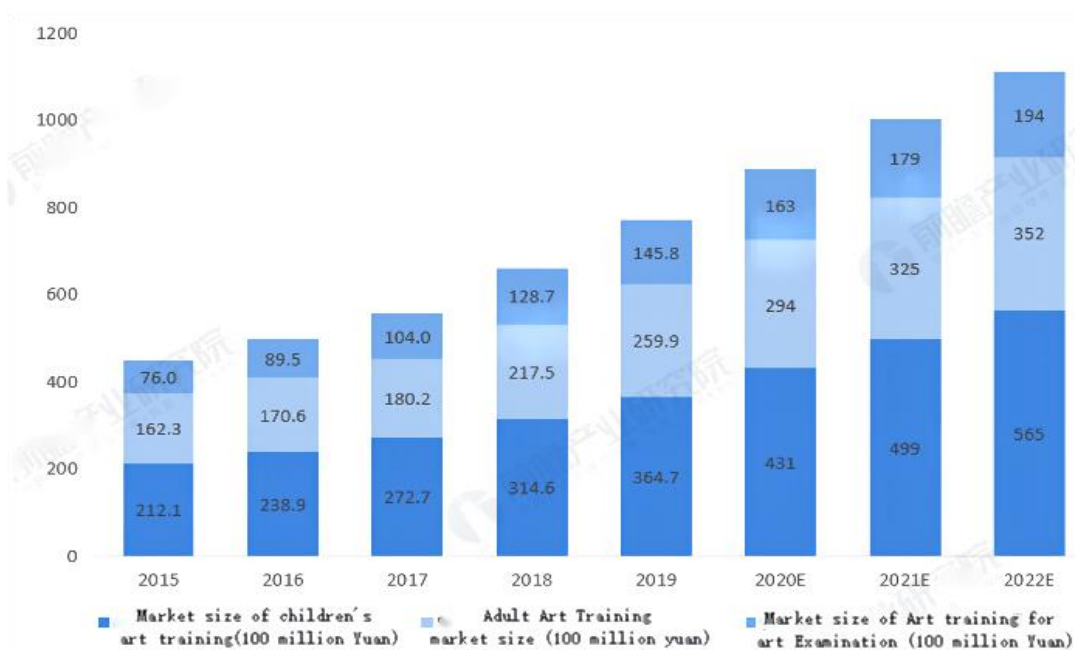


Source: Xia, C. Y. (2020)

As shown in Figure 1, Xia (2020) found research that in China's art education programs, music education and art education both accounted for more than 40% of the courses, accounting for 50.63% and 44.72%, respectively, ranking first and second among the types of art education parents want their children to receive.

Figure 2

Market Size of Fine Arts Education and Training in China from 2015 to 2022 (Unit: 100 million Yuan)



Source: Xia, C. Y. (2020, July 28).

Rui (2019) found that the number of kindergarten to junior middle school students in China exceeds 200 million, and the market size of children's art training reaches nearly 100 billion. The cycle of children's art training is long, and the scale is expected to double in the future with the increase of penetration rate and customer unit price. Now China's art training market space is broad, thus the brand, excellence, and specialized institutions will stand out. A part of the brand enterprises will lead the competition in the art training market. However, another part of small but beauty, excellence, and specialized art training institutions can also form a good reputation in the region with high-quality content and differentiated products and breakthrough the product and teaching-driven path.

Organization Background

There are many art training institutions for parents to choose from in the education and training market. However, if parents want to be satisfied with putting their children in an art institution, many factors need to be weighed and considered. This study takes ABC Art institute as an example. ABC Art Institute commenced its services in 2018, with 26 students in 2020 and 40 students in 2021. The ABC Art Institute has five teachers and advisers. The course content includes hard-brush calligraphy and Chinese painting, but the ABC Art Institute has never surveyed parents' satisfaction before.

Research Objectives

1. To identify the priority needs of parents' satisfaction on art courses for their children.
2. To propose recommendations for the ABC Art Institute on improving parent satisfaction.

Research Questions

1. What are the priority needs of parents' satisfaction on an art course for their children?
2. What are the recommendations for improving parent satisfaction?

Hypothesis

- H1o: Learning content has no significant relationship with parents' satisfaction.
H1a: Learning content has a significant relationship with parents' satisfaction.
H2o: Skills development has no significant relationship with parents' satisfaction.
H2a: Skills development has a significant relationship with parents' satisfaction.
H3o: Learning process has no significant relationship with parents' satisfaction.
H3a: Learning process has a significant relationship with parents' satisfaction.
H4o: Teacher and student interaction have no significant relationship with parents' satisfaction.
H4a: Teacher and student interaction have a significant relationship with parents' satisfaction.
H5o: Tuition fee has no significant relationship with parents' satisfaction.
H5a: Tuition fee has a significant relationship with parents' satisfaction.

Literature Review**Parents' Satisfaction**

Consumer satisfaction significantly affects purchase intention (Cronin & Taylor, 1992). According to Lupiyoadi (2016, as cited in Bakrie et al., 2019), consumers refer to individuals who repeatedly come to the same place to satisfy their desires by owning a product or obtaining service and satisfying the product or service. Such individuals are accustomed to one place to buy goods or services. Greenwood and Helen (1994), IWA (2007), and Sakthivel et al. (2005, as cited in Bakrie et al., 2019) believes that the customers referred to the education circle as students or students receiving education, and the customers of art institutions are the parents of students who come to art institutions to study and send their children to art institutions to learn the art. Oliver (1997, as cited in Bakrie et al., 2019) stated that satisfaction is the perception of happily completing a service.

Learning Contents

Osborne and Wittrock (1983, as cited in Wu & Rau, 2019), believed that the study of painting cognition is linked with the theory of generative learning, and that painting activities promote

learning by increasing students' active participation in the content (Fiorella & Mayer, 2015, as cited in Wu & Rau, 2019).

Ornstein and Hunkins (2004, as cited in Anansalung, 2017) stated that curriculum refers to a plan for action or a written document that includes strategies for accomplishing desired goals or ends. ABC Art Institute offers courses in Chinese painting and calligraphy. The teacher guides the students through demonstration or explanation of assigned tasks, and the art production process begins.

Skills Development

Zhi (2019) states that developing children's cognitive skills include establishing learning skills, including attention, memory, and thinking. Mastering these skills is crucial because they enable children to process information from sensory experiences and ultimately evaluate, analyze, remember, compare, and explore cause and effect. In comparison, indeed, some of a child's cognitive skills are genetically related to the ability to learn. In other words, the ability to think and learn can improve by practicing and proper training.

Learning Process

Kietmaporsak (1997, as cited in Anansalung, 2017) described a learning activity that can bring about an effective learning process and achievement of learning goals. Schools and teachers should pay attention to student performance and progress in learning. Sugarman (1987) refers to learning as the process of knowledge creation, and we must first understand learning; we must understand the nature and form of human knowledge and the process of such knowledge creation. Sugarman (1987) refers to Kolb's experiential learning circle theory which proposed that the experiential learning process consists of four learning stages: the tendency to concrete experience, reflective observation, abstract conceptualization, and the tendency to active experimentation. The substantial experience immerses students in a completely new experience. Reflective observation help students think about the experience they have had; abstract conceptualization helps students reach the point where they can understand what they observe and assimilate them into logical concepts; finally, students with positive experimental tendencies test these concepts and apply them to strategize problem-solving.

Teacher and Student Interaction

Teacher and student interaction is an essential learning experience and the key to determining satisfaction and learning outcomes (Goh et al., 2017). In addition, Webster and Harkley (1997, as cited in Daultani et al., 2021), stated that teachers are the prominent participants in the learning environment that provides professional skills. Mohammed (2015, as cited in Ozen & Yildirim, 2020) believes that when teachers plan and guide the students' learning activities, they need to reflect on the students' different learning methods and make appropriate adjustments in class to teach students following their aptitude. Students' learning characteristics determine the different teaching presentations and learning in classroom teaching. The characteristics of effective interaction between teachers and students are as follows : (1) teachers guide students to know and feel things; (2) When students encounter problems, they should concentrate and continue learning, and teachers can give appropriate support; (3) Students own and improve their ideas, make connections between ideas, develop problem-solving strategies, acquire new skills or knowledge.

Tuition Fee

Tuition fees are a quantifiable value that influences the perceived value proposition of the educational services, including material, learning activity, library services, equipment, or facilities (Thai Ministry of Education, 2003, as cited in Anansalung, 2017). Heller (1997, as cited in Cheslock & Riggs, 2020) clearly showed that there may be a downward trend in student options as tuition increases. Scitovsky (1945, as cited in Cheslock & Riggs, 2020), believes that it is not necessarily irrational to measure teaching quality by tuition fees. Duffy and Goldberg (1998, as cited in Cheslock & Riggs, 2020) argue that some organizations focus on improving perceived differences in teaching quality rather than reducing differences in tuition fees.

Theoretical Framework

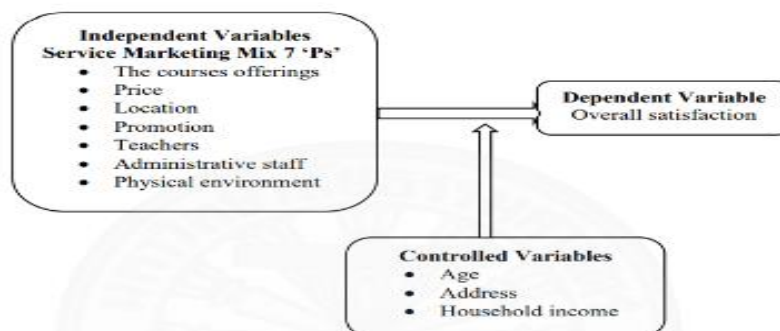
This part presents the discussions of related literature and various theoretical frameworks related to the study.

Theoretical Framework I

The first theoretical framework supports the choice of topic for this research and is entitled "The influence of marketing mix towards parents' overall satisfaction on a franchised music school in Bangkok". This study showed that satisfaction is associated with the courses offerings and price. Prices are referred to as tuition fees, while the course offerings stand for learning content. This means that the offerings of the courses and tuition fees affect satisfaction to varying degrees.

Figure 3

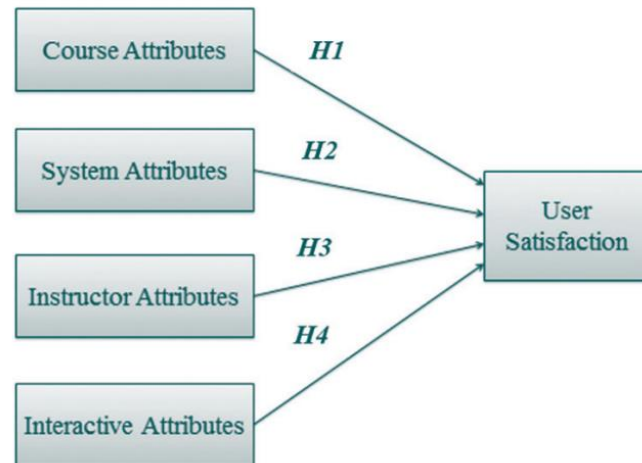
Prices and the Courses Offerings



Source: Araya, L. (2016).

Theoretical Framework II

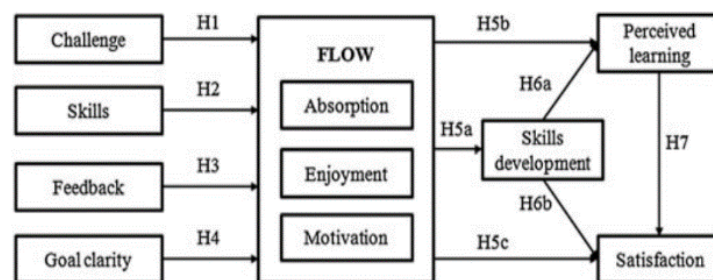
The second theoretical framework also supports the choice of topic for this research and is entitled "Perceived outcomes of E-learning: Identifying key attributes affecting user satisfaction in higher education institutes.". This study showed that course attributes and price influence satisfaction. The interactive attributes represent the teacher and student interaction, while course attributes represent the learning process. This theoretical framework illustrates that teacher and student interaction and learning processes affect satisfaction to varying degrees.

Figure 4*Course and Interaction*

Source: Daultani, Y., Goswami, M., Kumar, A., & Pratap, S. (2021).

Theoretical Framework III

The third theoretical framework, entitled "Exploring students' flow experiences in business simulation games," supports the choice of topic for this study. The study showed that satisfaction is affected by skills development to varying degrees.

Figure 5*Skills Development and Satisfaction*

Source: Buil, I., Catalán, S., & Martínez, E. (2018)

In summary, the above three theoretical frameworks all focus on satisfaction which is affected by different factors, such as learning contents, teacher and student interaction, learning process tuition, and skills development. The context of the study varies in terms of the study group or target

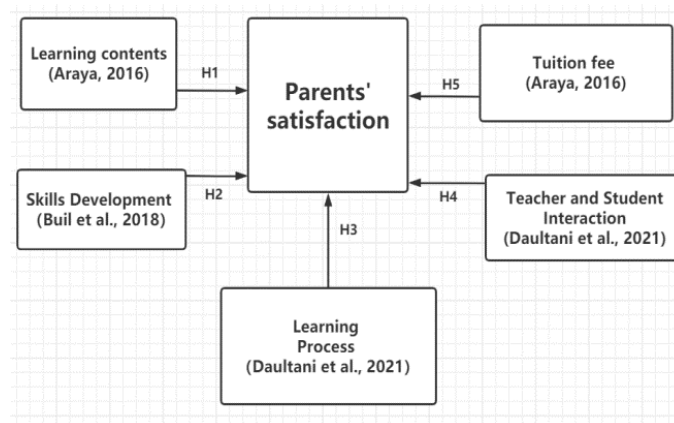
population. Nevertheless, the commonality of these three theoretical frameworks indicates that satisfaction results from learning contents, teacher and student interaction, learning process tuition, and skills development.

Conceptual Framework

The conceptual framework represents the scope of research from different aspects; the preliminary analysis of the theoretical framework of research satisfaction is affected by different factors.

Figure 6

The Conceptual Framework



The conceptual framework illustrates both the independent and dependent variables. Independent variables include learning contents, teacher and student interaction, learning process tuition, and skills development and the dependent variable is parents' satisfaction.

Research Methods and Materials

Research Methods

This study employs quantitative and qualitative research for data collection, analysis, and formulation for recommendations. In the first stage, the researcher employs a structured questionnaire with a Five- Point Likert Scales for the survey questionnaire, and in the second stage, the study employs an in-depth interview.

Scope of Population and Sampling

The target population in this study comprises parents of current students and alumni who have sent their children to study art at ABC Art Institute, totaling (N) 35 parents.

The sample size in this study comprises the 35 respondents who filled out the questionnaire and eight informants who were interviewed. According to Shewaraksakul (2016), the qualitative research through in-depth interviews should be between 5-30 persons to ensure validity. In terms

of the nature of this sample, the key informants are homogeneity type because all key informants have direct experience with the ABC Art Institute.

Scope of the Research Instrument

This study has two research instruments, consisting of the structured questionnaire, and the interview questions.

The Questionnaire

The structured questionnaire has 20 questions that reflect six variables. The Five-Point Likert Scale was provided for the respondents to choose from. The five scales are 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, 5=strongly Agree. The main variables of the questionnaire are shown in Table 1.

The content validity was tested through the Index of Item-Objective Congruence (IOC). Three experts in the field of Organization Development scored the IOC. The actual IOC scores are presented below.

Table 1

No. of main variables & questions IOC

Part	Main Variable	No. of questions	IOC Score
1	Learning contents	1-4	1.00,1.00,1.00,1.00
2	Skills Development	5-6	1.00,1.00
3	Learning Process	7-11	1.00,1.00,1.00,1.00,0.67
4	Teacher and Student Interaction	12-15	1.00,1.00,0.67,0.67,
5	Tuition fee	16-17	1.00,0.67
6	Parents' satisfaction	18-20	0.67,0.67,1.00

The In-depth Interviews

The researcher employed purposive sampling to conduct the in-depth interviews in this study, involving the parents of students studying at ABC Art Institute in Chengdu. Due to the COVID19 pandemic, the researcher distributed the interview questions online. Table 2 shows the actual interview questions.

Table 2*Interview questions IOC*

No.	Interview Questions	ICO Score
1	How does your child end up taking classes at ABC Art Institute? What do you want for your child by taking Art classes?	1.00
2	How many training courses have you applied for your children so far?	0.67
3	What factors did you consider when choosing an art institute? Why? How do you choose the best art institute for your child?	0.67
4	What channels did you get the information about ABC Art institute? Which channel is most effective, in your opinion? Why?	0.67

Table 3*Reliability Test Result of Cronbach Alpha Co-Efficient*

Variable	Number of Items	Cronbach's Alpha	Comment
Learning contents	4	0.724	Reliable
Skills Development	2	0.718	Reliable
Learning Process	5	0.842	Reliable
Teacher and Student Interaction	4	0.839	Reliable
Tuition fee	2	0.837	Reliable
Parents' satisfaction	3	0.714	Reliable

The acceptable reliability is 0.70 and above. In this study, the scores of all 20 questions was above 0.70.

Results and Discussion

Quantitative Data Analysis

In this study, JAMOV software was used for Pearson correlation analysis of structured questionnaire data to determine the relationship between independent variables and dependent variable.

Dependent Variable Descriptive Analysis**Table 4***Dependent Variable Descriptive Analysis*

Question of Parents' satisfaction	N	Mean	Std. Deviation	Rating Scale
The visibility of art institutions has been demonstrated.	35	4.20	0.797	Strongly Agree
The location and transportation to the art institutions are manageable.	35	4.57	0.608	Strongly Agree
Next time continue to let the child learn on the ABC art machine	35	4.20	0.677	Strongly Agree
Overall	Strongly Agree			

As can be seen from Table 4, the mean value of Parents' satisfaction is $m=4.57$, $SD=0.608$; The maximum value is in question 2 (P2): "The location and transportation to the art institutions are manageable."; The mean values of P1 and P3 of the other two questions were slightly lower. The overall average of all questions about Parents' satisfaction is in the "Strongly Agree" grade.

Descriptive Analysis of Independent Variables

For the independent variables, the researchers analyzed using descriptive statistics (mean and standard deviation), as follows:

Table 5*Mean and Standard Deviation of Learning Contents*

Question of Learning contents	N	Mean	Std. Deviation
The art institution has a clear schedule and reasonable course arrangement. (LC1)	35	4.43	0.558
The art institution has a progressive curriculum system or study plan. (LC2)	35	4.31	0.758
For different children, the art institution offers different teaching methods in accordance with students' aptitude. (LC3)	35	4.23	0.770
The art institution sets up the curriculum according to children's own development rules. (LC4)	35	4.34	0.765
Valid N (list wise) / Total mean and Std. Deviation	35	4.33	0.713

As shown in Table 5, the conclusion of the mean and standard deviation of learning contents, four problems related to learning contents were used in the study. The finding showed that the average for each question ranged from 4.23 - 4.43. The highest mean value is 4.43, and the standard deviation is 0.558, which is in question 1 (LC1) "The art institution has clear schedule and

reasonable course arrangement.", concluding that parents are satisfied with ABC Art Institution's clear curriculum schedule and reasonable curriculum arrangement. Nevertheless, (LC3) "For different children, the art institution offers different teaching methods following students' aptitude. "The lowest mean value is 4.23, and the standard deviation is 0.770; this may explain that ABC art institutions cannot provide different teaching methods for different children according to their abilities.

According to the overall mean value of each question (4.33), most parents think ABC Art organization agrees with their curriculum arrangement, curriculum system, and curriculum development.

Table 6

Mean and Standard Deviation of Skills Development

Question of Skills Development	N	Mean	Std. Deviation
Upon completion of a term, the art skills development has progressed significantly. (SD1)	35	4.29	0.893
Students' development with art skills is conducive to their future study and life. (SD2)	35	4.17	0.954
Valid N (list wise) / Total mean and Std. Deviation	35	4.23	0.924

As shown in Table 6, the conclusion of the mean and standard deviation of skills development, two questions related to skills development, were used in the study. The average for each question ranges from 4.17 - 4.29. The highest mean is 4.29; the standard deviation is 0.893. According to the results of (SD1), "Upon completion of a term, the art skills development has progressed significantly." Therefore, the development of children's art skills has made significant progress. Nevertheless, (SD2) "Student's development with art skill is conducive to their future study and life." The minimum mean value is 4.17, and the standard deviation is 0.954, explaining that parents' influence on students' development in artistic skills is beneficial to their future study and life is not significant.

The overall mean for each question (4.23) means that most parents believe that their children's art skills improve significantly after one semester of study, but it is not absolute for their future development.

Table7

Mean and Standard Deviation of The Learning Process

Question of Learning Process	N	Mean	Std. Deviation
The quality of the courses has been demonstrated. (LP1)	35	4.69	0.530
Additional suggestions beyond the course are provided to help students improve. (LP2)	35	4.80	0.473

The art institution communicates regularly with parents and students. (LP3)	35	4.60	0.695
The number of students in each class is appropriate. (LP4)	35	4.54	0.561
Students are encouraged from time to time to go beyond. (LP5)	35	4.74	0.561
Valid N (list wise) / Total mean and Std. Deviation	35	4.67	0.564

Table 7 presents the conclusion of the mean and standard deviation of the learning process; five questions related to the learning process are used in the study. The average for each question ranged from 4.54 - 4.80. The highest mean is 4.80; the standard deviation is 0.473 (LP2). Additional suggestions beyond the course help students improve their understanding. In addition, teachers and art agencies also provide students with other learning suggestions to help them understand how to improve further. On The contrary, (LP4) "The number of students in each class is appropriate." The lowest mean is 4.54, and the standard deviation is 0.561; this showed that the number of students in each class of parents is not appropriate.

The overall mean value of the above questions (4.67) indicates that the quality of the courses, the encouragement of students' progress, and the follow-up visits are more satisfactory to parents.

Table 8

Mean and Standard Deviation of Teacher and Student Interaction

Question of Teacher and Student Interaction	N	Mean	Std. Deviation
Teachers actively interact with students. (T1)	35	4.60	0.553
Teachers effectively create teacher-student interaction by making classroom learning more enjoyable. (T2)	35	4.69	0.530
Teacher's experience is the trait of this arts institution. (T3)	35	4.71	0.572
Teachers' ability to impart knowledge has been demonstrated. (T4)	35	4.66	0.591
Valid N (list wise) / total mean and Std. Deviation	35	4.67	0.562

As shown in Table 8, the conclusion of the mean and standard deviation of teacher and student interaction, the average for each question ranged from 4.60 - 4.71. The highest average value is 4.71, and the standard deviation is 0.572, "Teacher's experience is the trait of this arts institution" (T3). Therefore, it implied that parents care about and are satisfied with teachers' experience. In contrast, (T1) "Teachers actively interact with students." had a minimum mean of 4.60 and a standard deviation of 0.553; this explains that teacher and student interaction enthusiasm is to be improved.

The overall mean for each question (4.67) means that most parents think teachers' teaching ability and professional quality are more important to their children's learning.

Table 9

Mean and Standard Deviation of Tuition Fee

Question of Tuition fee	N	Mean	Std. Deviation
The art institution offers reasonable tuition fees. (TF1)	35	3.77	0.808
Tuition fees are lower than other art institutions. (TF2)	35	3.43	1.008
Valid N (list wise) / total mean and Std. Deviation	35	3.6	0.908

According to Table 9, the conclusion of the mean and standard deviation of tuition fee, two questions related to tuition fee were used in the study. The average for each question ranged from 3.43 to 3.77. The highest average value is 3.77, and The standard deviation is 0.808, which is reflected in question 1 (TF1) "The art institution offers reasonable tuition fees." It can be seen that parents think ABC Art Institution's tuition fees are reasonable. In contrast, (TF2) "Tuition fees are lower than other art institutions." Minimum mean 3.43, standard deviation 1.008. The tuition fees of ABC Art institution are not lower than those of other art institutions.

The total mean of all questions (3.60) means that most parents think tuition is relatively regular and not significantly different from other institutions.

Table10

Summary of the Results of the Pearson Correlation Analysis Between the Variables

Independent variables	P-value	Pearson correlation results (r)
Learning contents	< .001	0.574
Skills Development	0.028	0.371
Learning Process	0.001	0.525
Teacher and Student Interaction	< .001	0.559
Tuition fee	< .001	0.573

Dependent variable: Parents' satisfaction

Table 10 showed that the independent variables of learning contents, teacher and student interaction, and tuition fees are $p < .001$, and learning process $p < .001$. skills development $p < .028$ which is $p < .05$ parameter. Based on the 95% confidence interval of p-value interpretation, all independent variables were significantly correlated with parents' satisfaction. According to Pearson correlation results (R), the higher the value, the stronger the correlation is with the dependent variable. We can conclude that learning contents, teacher and student interaction, and

tuition fees are the independent variables most correlated with significant influence on parents' satisfaction.

Table 11

Summary of Hypotheses Testing

	Hypotheses	Pearson Correlation (r)	Level of Sig (P-Value)	Results
H1o	Learning contents has no significant relationship with parents' satisfaction	0.574	< .001	Rejected H1o
H1a	Learning content has a significant relationship with parents' satisfaction			
H2o	Skills development has no significant relationship with parents' satisfaction	0.371	0.028	Rejected H2o
H2a	Skills development has a significant relationship with parents' satisfaction			
H3o	Learning process has no significant relationship with parents' satisfaction	0.525	0.001	Rejected H3o
H3a	Learning process has a significant relationship with parents' satisfaction			
H4o	Teacher and student interaction has no significant relationship with parents' satisfaction	0.559	< .001	Rejected H4o
H4a	Teacher and student interaction has a significant relationship with parents' satisfaction			
H5o	Tuition fee has no significant relationship with parents' satisfaction	0.573	< .001	Rejected H5o
H5a	Tuition fee has a significant relationship with parents' satisfaction			

Correlation is significant at the $p < 0.05$ level.

Qualitative Descriptive Analysis

This study conducted in-depth interviews with eight parents whose children were studying at ABC Arts Institution to explore the following questions:

1. How did your child end up taking classes at ABC Art Institution? What do you want for your child by taking art classes?
2. How many training courses have you applied for your children so far?
3. What factors did you consider when choosing an art institution? Why? How do you choose the best art institution for your child?
4. What channels did you get the information about ABC Art Institution? Which channel is most effective, in your opinion?

Table 12*Summary of Interview Questions Content Analysis*

Interview question	Common Themes	Interviewee
1. How did your child end up taking classes at ABC Art Institution? What do you want for your child by taking art classes?	<ul style="list-style-type: none"> • Handing out leaflets, • Friends' recommendation • Improvement of focus • Calligraphy technology improvement. 	1,4,5& 6
2. How many training courses have you applied for your children so far?	<ul style="list-style-type: none"> • Three training courses 	4,6 & 8
3. What factors did you consider when choosing an art institution? Why? How do you choose the best art institution for your child?	<ul style="list-style-type: none"> • Excellent teachers, • Supporting facilities • Environment • Distance from home. • Reasonable tuition fee • Course Quality • Proper curriculum arrangement 	1 2 & 7
4. What channels did you get the information about ABC Art Institution? Which channel is most effective, in your opinion? Why?	<ul style="list-style-type: none"> • The agency's publicity activities within the community • Arrangement of irregular competitions in art exhibitions. 	1,3,7 & 8

According to Table 12, on question 1, parents enrolled their children in the ABC Art Institution through leaflets they received containing engaging institutional activities and are also recommended by friends. Through art courses, parents wanted to make their children's handwriting neater, calm them down to draw, work more focused, improve their concentration, and systematically learn Chinese traditional culture.

On question 2, the result showed that parents had enrolled their children in more than two classes. Thus, it could be seen that children now had many extracurricular pieces of training to cultivate their comprehensive development.

On question 3, when discussing the factors in choosing an art school, three parents considered the teaching ability, curriculum arrangement, institutional environment, distance from home, supporting facilities, institutional environment, tuition, curriculum quality, and many other factors. Two parents shared some thoughts that teachers should have substantial knowledge and skills and that the children like the teachers, which will be helpful to them in the future. In addition, rich course content will help and improve the children's development. Finally, it is essential to see children's progress at each stage. Two parents expressed their opinions that the after-school time for their children wanted their children to have more fruitful, meaningful, and engaging lessons in arts.

Last but not least, one parent values the distance from home and thinks it is convenient and safe. He explained that his child is still small, and an elderly need to pick him up when he is busy. Therefore, distance and safety are critical.

On question 4, the parents' thoughts on how to effectively improve the channels of ABC Art Institutions comprised of 1) Through positive word of mouth and showing or sharing through various channels the actual art classes being conducted is a more compelling way of promotion; 2) Making the students join in art competitions and art exhibitions to boost their competence and self-confidence; 3) Do more art activities linked with the community to develop and improve the children's interaction with others, and also use the platform to promote the institution.

Table 13

The Comparative Results of Quantitative and Qualitative Findings Related to Five Variables

Quantitative Findings			Qualitative Findings
Factors	Pearson correlation (r)	Rank	Common Themes
Learning contents	0.574	1	Proper curriculum arrangement Course quality
Tuition fee	0.573	2	Reasonable tuition fee
Teacher and Student Interaction	0.559	3	Excellent teachers Improvement of students' focus
Learning Process	0.525	4	Supporting facilities, Environment, Distance from home
Skills Development	0.371	5	Calligraphy technology improvement.

Table 13 showed that all the independent variables of learning content, skills development, learning process, teacher and student interaction, and tuition fees correlated significantly with parents' satisfaction. On top of that, learning content, tuition, and teacher and student interaction are the three most significant independent variables.

In qualitative research interviews, the interviewed parents attached great importance to good curriculum arrangement, curriculum quality, supporting facilities, and progress in calligraphy techniques as factors that satisfied them.

The score of the first learning content was $r = (0.574)$, ranking the first, which was consistent with the qualitative interview findings of parents' satisfaction—specifically, the proper curriculum arrangement could improve course quality.

Second, tuition fee scores $r = (0.573)$, ranking second, consistent with the qualitative interview found that parents' satisfaction, the tuition fee is reasonable, lower fees would be better.

Third, the teacher and student interaction score $r = (0.559)$ ranked third, consistent with the findings of qualitative interviews of parents' satisfaction. For example, the qualitative findings of excellent teachers could improve students' concentration are consistent.

The fourth finding was that the learning process score ranked fourth with $r = (0.525)$, consistent with the qualitative interview findings of parents' satisfaction, such as supporting facilities and environment close to home.

The fifth finding was that skills development score $r = (0.371)$ ranked the fifth, consistent with the qualitative interview findings of parental satisfaction, such as the calligraphy technology improvement.

Conclusions

This study was conducted on parents of children studying in ABC Arts Institution.

This study mainly explored the relationship between Learning Contents, Skills Development, Learning Process, Teacher and Student Interaction, Tuition fee, and Parents' satisfaction. Moreover, this study aims to determine the most critical factors affecting Parents' satisfaction and suggest improvements.

The 35 respondents participated in the questionnaire, with 8 of them also participating in the interview. The respondents were parents whose children were currently studying at ABC Art Institution in Chengdu, China, 32 to 45. The 26 female participants in the questionnaire accounted for 74.3% of the actual answers. Nine men accounted for 25.7% of the total. In addition, eight parents were interviewed, consisting of 6 women and two men.

Quantitative data show that all independent variables of learning content, skill development, learning process, teacher and student interaction, and tuition fees correlated significantly with parents' satisfaction, denying the null hypothesis. The three most significant independent variables are learning content, teacher and student interaction, and tuition fees. The most critical factor affecting parents' satisfaction is the learning content.

In qualitative research interviews, the parents interviewed attach great importance to good curriculum arrangement, curriculum quality, supporting facilities, progress in calligraphy technology, excellent teachers, and students' attention as factors that make them satisfied.

Based on the combined quantitative and qualitative results, three independent variables of learning content, teacher-student interaction, and tuition fee should be strengthened to increase parents' satisfaction. First, we can improve the curriculum arrangement in terms of learning content and improve the quality of the curriculum. Secondly, in terms of tuition fees, promotional activities of art institutions can be appropriately increased. It will be better if there is a discount on tuition fees. Finally, in teacher-student interaction, teachers should be properly trained to improve their teaching ability and continuously enhance students' concentration.

Recommendations

Suggestions to Improve Parents' Satisfaction:

1. ABC Art Institution can increase the variety of art classes to help parents have more choices. A single and straightforward curriculum may make children quickly lose interest; a

variety of interesting classes can meet the interests of children and target selection of relevant courses for the experience.

2. ABC Art Institution can open more audition classes; many parents will go to different institutions to audition for one or two classes before signing up. An excellent curriculum system can help children improve their temperament and professional knowledge supplement. Children can speak and draw and enhance their ideological consciousness, develop good art literacy, and achieve healthy growth.

3. The curriculum of ABC Art Institution can offer personalized learning that guides children's imagination with minimal specific instruction from teachers and provides more specific knowledge points in the course content.

4. ABC Art Institution can help parents create reasonable expectations and then provide parents with good experiences through visual teaching, growth, progress, and quality service to ensure high satisfaction.

5. ABC Art Organization should make regular return visits to parents to let them know the specific situation of their children and improve their attention to the curriculum. At the same time, this will let parents see the efforts of teachers in teaching and establish an emotional connection with parents.

6. ABC Art institution should provide after-class feedback and frequent interaction. After-class feedback is not only to understand students' acceptance of the course but also to gain feedback on the teaching process from parents to establish contact with them and improve their satisfaction.

The Proposed Action Plans

Parents' Satisfaction

ABC Art Institution can create an electronic album as a permanent-growth file of each of their students to record their progress and help parents visualize their child's growth process, improving parents' satisfaction.

Learning Contents

Increase the variety of classes. Establish an effective curriculum system; an excellent curriculum can help children improve their temperament and professional knowledge—targeted selection of the development of the relevant advanced course.

Skills Development

Externalize the teaching results. The teaching results will be displayed in videos, photos, works collections, and community exhibitions with the parents' consent.

The Learning Process

Controlling the number of students in each class is appropriate to ensure the quality of the course. Increase the variety of classes. The curriculum should guide children to develop their imagination, reduce teachers' mechanical Summary and indoctrination, and the content needs to

have a clearer knowledge point. Art schools should offer different teaching methods according to the student's abilities.

The Teacher and Student Interaction

The teaching platform and equipment are just the foundation, and the hardware is the teacher. Regular professional training for teachers would strengthen skills, preparing the lesson carefully before class; teachers should be patient and give careful guidance and professional dedication in class and effectively create teacher-student interaction to make class learning more enjoyable. Frequent after-class interaction and feedback with parents help teachers understand students' acceptance of the course and provide parents feedback about the teaching process. Moreover, an advanced course can grow children's imagination and make plans for their future learning.

Tuition Fee

Old customers who introduce new customers can receive free classes. In addition, the students who produced outstanding work upon evaluation every semester can continue to sign up for partial tuition fee reduction while creating the perception to parents that quality is a key characteristic for perceived worthiness of tuition fees.

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